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ABSTRACT

This transcript contains the text of a speech and five panel presentations on the problems of people with hearing impairments and the provision of academic library instruction to deaf students. Herbert W. Larson describes: methods for effectively communicating with the deaf; the use of signing, lip reading, and interpreters; colleges for the deaf; the difficulties of using telephone devices for the deaf (TDD's); and library services for the hearing impaired. Virginia Alleman describes the library instruction program for the relatively large deaf student population at Golden West Community College in Huntington Beach, California. The use of many different types of media in library instruction is advocated by Mary Jane Platou of the University of Scranton in Pennsylvania. Linda Karuth, librarian at the National Institute for the Deaf (NTID) located at the Rochester Institute of Technology (RIT) in Rochester, New York, discusses the importance of publicizing library services for the deaf and recommends that all librarians learn some signing. Susan Feinberg describes library and college support services for the hearing impaired at Pasadena City College in California. Finally, Burnelle Ray, of Gallaudet College in Washington, District of Columbia, focuses on the evaluation of student performance in library instruction and lists nine possible instructional problems in designing library instruction for the deaf. (ESR)

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SERVING DEAF STUDENTS IN ACADEMIC LIBRARIES

ALA ANNUAL CONFERENCE
June 25-30, 1983
Los Angeles, California

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KAREN HOPKINS

On behalf of the ASCLA Library Services to the Deaf Section and ACRL's Community and Junior College Library Section, I would like to welcome you to this program on serving the deaf in academic libraries. My name is Karen Hopkins. I am chairperson of the Library Service to the Deaf Section.

Many of you probably have not worked directly with deaf individuals in your academic library. Yet, due to the Rubella epidemic (the measles epidemic) of the early 60's, in the fall of 1983-1984, you will be experiencing an influx of deaf individuals into academic settings throughout the United States. What we are going to try to do this morning is to provide you with some guidelines, some approaches that you can use in working with deaf individuals for the first time in those settings.

We will have a speaker, Herb Larson, from California State University at Northridge, who is an expert in the field of support services to the deaf. We will have two video tapes; one prepared for us by Gallaudet College, the other by Austin Community College. We will have a panel of five individuals who have worked with deaf patrons in academic libraries across the United States. And lastly a series of resource persons representing both the library field and companies that serve the library field. So from all of that you should get many ideas of things that you can do to serve deaf students in your own setting at home.

To begin with, I would like to have Alice Hagemeyer, the librarian for the deaf at DC Public Library in Washington, to introduce our speaker. Alice.

ALICE HAGEMEYER

Good morning. I started the day right because our speaker today was in my hotel room. He was on TV. He has been a TV talk show host for 2 years sponsored by the silent network. The silent network won an Emmy award 3 weeks ago. Herb Larson was the host with Lue Scent as the interpreter. He interpreted Hector Elisoto. Maybe you know him. I was very impressed with that. Wow!

I want to tell you that Herb Larson reminds me of Johnny Carson in many, many ways. I look at him as the deaf Johnny Carson. As a matter of fact, Herb and Johnny are from Nebraska (myself too). Herb and I grew up together in a school for the deaf in Omaha. We went to Gallaudet College. He majored in education and got his degree. He got his masters at California State University-Northridge majoring in administration and supervision. He also has taken up many courses at different colleges all over the United States of America and has given talks to many places. After he taught for nine years at Wisconsin School for the Deaf, he was Department Chairperson and District Chairperson of a deaf program in junior and senior high schools, and he was principal at Southeast Los Angeles Community High School for ten years. And now he is administrator of Support Services to Deaf Students since 1979. He also is well respected by many deaf and college groups all over the USA as well as by hearing people in different disciplines. It is really with great pleasure and pride that I introduce Herbert W. Larson.

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HERBERT W. LARSON

Thank you Alice. I'd like to react to two things you said when you introduced me. #1 - you said that I reminded you of Johnny Carson in the deaf community. I wish I had all the things he has; money, that I don't have, script writer, that I don't have. I have to write my own presentations. If I had his script writer, I imagine that it would be a lot more interesting and funny - sorry. #2 - you made the mistake of telling these people that you and I grew up together. People wonder what happened to me with all my gray hair and all of that you still look so young. I don't know how you manage to do it but thank you.

It is a great pleasure to be here with all of you today. Can you understand my feminine voice? Is it OK? My job today is to tell all of you about deafness and the deaf in 30 short minutes. If I can accomplish that it will be a miracle.

First of all, let me explain just a little bit about deaf people themselves. We have about 1,767,000 deaf people at the last count that I could find in one of the academic libraries. That seems like an awful lot of people perhaps. We have all kinds of deaf people. And I want to stress that fact. We have our share of tall ones, fat ones, thin ones, dark ones, light ones, old ones, young ones. We have our share of intelligent deaf people, our share of people who can't read too well. We have our share of people who have beautiful personalities and some people who are very dull. We have all kinds of deaf people. Some of our deaf people can speak well. Some of them can't speak at all. Some of our deaf people sign and finger spell and some of them can't do that at all. Some of them can lip-read and some of them can't understand a word that you say. So I want to stress the importance for all of you people who have never met a deaf person before to understand that all of us are as different as you are. But really we are (and I hate to disappoint all of you maybe) more like you than we are not. We are not that different, actually, from any of you except that we have one thing in common. That is we have a physical impairment or maybe communication difficulty. We cannot hear. We cannot function through the use of our ears.

Many people think "No problem there." "The only difference is that you can't hear." Really, there is more to it than that. Many people (doctors for example) still don't understand us. This is really strange to see in people we expect to understand much more about deafness than anyone else. After all, they are the people who tell us that we are deaf, or tell our parents that we cannot hear. But so often you find that doctors don't really understand us either. I do recall several times of having gone to different doctors at different times and they would speak behind my back when I was not looking. I can't hear a word they're saying. I try to explain to them that I have to look at them before I can understand what's happening. But apparently doctors either don't understand or they have a short memory. That is just one example of the kinds of things we have to face, the kinds of people that we meet in our daily lives. People who don't understand us. I have also met people on the street - even in college - who have asked me if deaf people read Braille. That's not unusual. It happens again, again, and again. They think the only thing that we deaf people read is Braille. I wish I could, but I can't.

I think before we explain a little bit about the library services that are available to deaf people, or the support services that they may need, I need to explain a little bit more about deafness itself. Why is it that some of us can speak and why is it that some of us can lip-read? Why is it that some of us cannot? It would be so much easier, really, if all of us could speak and lip-read so that librarians in all the colleges and universities wouldn't have to worry. All they would have to do is talk like they've normally done. But, unfortunately, that is not the case because lipreading is difficult.

I would like to give you a test. Would you like to take a test now and see how well you do in lipreading? Fine. Raise your hand. No one? Raise your hand. Ah! She said "Suffer much." You're a poor lip-reader. She's deaf, too. She should be better. The light? I didn't expect you to lip-read me. What I said was "The library has lots of books." Yeah, that's what I said. "The library has lots of books." Said I didn't open my mouth enough. But that's my point. People don't say THE LIBRARY HAS LOTS OF BOOKS. People don't do that. More often than not, people who you first meet speak with something in their mouth, maybe chewing gum. Can you read that with chewing gum in the mouth? Or they have a cigarette in their mouth bouncing up and down. Smoke in front of their face. You can't see through it. Or a mustache Mustaches that cover their teeth. Or maybe they forgot their teeth and left them at home. But, those problems are the ones we have to face if we can't hear. People - and I'm sorry to say this - are sloppy in their speech. They mumble a lot. A lot of "ah's" and "oh's" and "um's" and I'm trying to lip read a word. So lip reading is difficult I think I've made it pretty clear.

Secondly, why is it that some deaf people can speak and some can't? I can speak, but I have decided not to because I want her to earn her money. And I have one thing that bothers me about her sitting there. She is female. That's another problem, too. I do remember once, when I was singing on the stage, and I was signing, and there was a women standing there singing - a professional singer - and the place was full of thousands of people. I was signing, and she was singing, and way in the back a woman who was sitting behind a friend of mine said "That man - he sings so beautifully, but it sounds like a woman." Those are the things that I have to face.

Why is it that some people can speak and some can't? That is difficult to explain. The same with lipreading - why can some people lip-read and some can't? Hearing people usually say it's a talent. Can all of you sing like Barbara Striesand? Why not? You can hear; you have a voice. It's sort of the same thing. Another reason why some people speak beautifully is that perhaps they have become deaf later in life. They weren't born deaf. They heard voices for years and years and suddenly they lost their hearing. It doesn't mean that they lose their speech really. In most cases they will keep that skill of speech. Many people who are born deaf have a tendency to have poorer speech than people who had some hearing or who grew up hearing. So that should be taken into consideration when you are talking with deaf people. Too often people look at someone who speaks so well and say "Oh, Joe's so smart because he talks." The only measurement that is used is his speech skill, his voice quality. Those things should never be used as a measure of intelligence for a deaf individual. Often it happens that the brightest deaf person is a person who can't speak at all. But, boy watch out when they write to you - it will show up. On the other hand, you will meet deaf persons who do not have good English and have problems expressing themselves through writing. Probably you won't find that too often in the university and colleges (maybe junior colleges once in a while - its more noticeable). You look at some of the things they say. "Lots of books in the library." You don't see all of the words do you? You have to guess some of the time don't you. You see, perhaps, "library." Maybe you don't see the "s" on libraries. "There are lots of." "Lots of." So you see "lot," "book," maybe you don't see the "s." In "libraries" you don't see the "s." So when a deaf person writes, the deaf person will have a tendency to write what he sees. So he sees "There are lot book library." And he leaves out all the "s's" and some of the other words because that is what he sees. It's not because he's ignorant or retarded or anything like that. It's only what he sees. Just like hearing people - they stop in the middle and they kind of talk it out loud to themselves to make sure it sounds right and if it sounds right they start writing.

So your language is developed through the number of times you hear a word used again and again. It becomes automatic for you. Just like a deaf person has to see a word used the same number of times in the same situations to be able to do the same thing as people with normal hearing.

When you see a deaf person coming into a library and they write a little bit strangely, it doesn't necessarily mean he or she can't read or is retarded. He's only describing himself in the way he's best able to. I think overall you get an idea that it's not just that we can't hear. We have a whole list of things that we have to put up with because of our deafness. That's why you see me signing. That's why so many of us use sign language and finger spelling. Because there is no question about what I am going to say and what I am reading. Signs are clearer. They are visable and they are specific. There is no guesswork necessary. That's why so many of us resort to that rather than speech or lipreading.

I think maybe we can focus our attention to some of our experiences. Some of our experiences outside and inside the library. I would like to focus on that. The deaf call it "Student II". Those of you who work with deaf people, or who will work with deaf people, at the college level are lucky because you have a tendency to see the more intelligent deaf person. That makes it that much easier for you to relate. What do you do? What is the difference? What do you have to do that's different?

First of all, let me explain a little bit. I don't know if you have this book in front of you. A long time ago (up until about 20 years ago) there was only one college for the deaf. Every deaf person went to that college. That was Gallaudet College in Washington DC. During the past 20 years, we've had more and more colleges and universities that have programs for the deaf or serve deaf people in some way. Now I have discovered in a 1983 edition of all the colleges all over the world that we have 106 colleges that have some kind of services for the deaf. We still have Gallaudet and National Technical Institute for the Deaf in New York. Those are two of the largest colleges, and they are two of the unique colleges because they serve specifically the deaf population in the universities. Gallaudet being totally for the deaf. NTID is on the RIT Campus and has some mainstreaming. But all the other colleges in this book are colleges that have much smaller programs that serve the deaf. California State University of Northridge where I work is the largest one, probably, of its kind - on the West Coast for sure . Perhaps all over the country. It is the largest, totally mainstreamed program because we have 200 deaf students in a population of 29,000 students with normal hearing. We have been there for about 20 years so we have some experience in working on a campus with mostly hearing people. If you don't have this you should get it. Have this book in your library so that deaf people who come to the library can look at it. It's called A College Career Program for Deaf Students. You can get it from Gallaudet College or NTID. Write to them and I am sure they will give it to you - free I believe. Alice said yes, it's free. Those universities and colleges who have programs for the deaf or services for the deaf are fortunate enough in most cases to have a place to go for help or in-service. They can go to the Support Services Office, like our SUSUN or to the handicapped services office on campus - either one of those. Or maybe they have another name for that service. You should take advantage of this service. If you want to know more, once in a while we give in-service to the librarians on campus and other organizations. I think that would be very helpful.

We have our own funny things that have happened to us through the years. Deaf people I mean. We have exchanged humorous experiences that we have had over the years. Some of those things that have happened may be of interest to you. I will give you an idea of what we have to go through. I was reading through The Red Notebook that

you have stashed on your shelves. I don't know if all of you know about The Red Notebook. We will talk about that later. I was looking through that and I had to laugh at what happened in one library. A deaf student came in and stayed and worked hard. She was a deaf girl and she wrote and wrote and wrote all through the night. Then she had to go to the bathroom. Deaf people have to go to the bathroom too. She went in the bathroom, sat there, and it was time to close the library and the girl was in the bathroom. So the man who cleans up the bathroom came in and hollered "Is anyone in there?" He opened the door and began mopping the floor while the girl was sitting there the whole time. Then they left and the girl came out and she was so embarressed. She didn't even know that it was time to close. They didn't know that anyone was still there. This is just a little thing but it is funny.

We laugh at it but it happens all the time. It happens to us all the time. If we don't hear it, we don't know about it. That's important. For example, if it's time for the library to close, how do you announce it? Do you flash lights? Do you holler over the microphone? If you speak, we can't hear it so we are still sitting there and the librarian gets mad at us for not paying attention and not following the rules. But it's no fault of our own. We can't hear it unless there is some way to tell us. Flash the lights or something. If we are so busy in the carrel working and writing and the librarian walks up and taps us on the back, we fly way off our chair. It's nice if you go around to the front and wave rather than scaring the pants off us by tapping us on the shoulder from behind. It's just little things. You can hear people coming up. You know someone's in the back of you. We can't. It happens to me all the time and it scares me.

If you have never met a deaf person before, an easy way is to talk to them directly. There are a lot of things you have to think about. First - the lights. Can you see? Do you have something in your mouth? Like I said a while ago, the lights are a problem sometimes. If you are standing in front of a window and the light is very bright and I am behind a desk, I see only a black shadow. I am not going to be able to respond. The background is very important in a library. Speak slowly and clearly - like I emphasized a while ago. You don't have to over enunciate if you slow down a little bit. Try that first, and, if it doesn't work, write the next time. The best way is to write on a piece of paper. Many people are so embarressed to write back and forth. That is really much more sure because you know exactly what you are saying and you can respond appropriately. Maybe you'll waste paper but you will save time.

Eye contact is important. Look directly at the person. If you talk real, real fast, I don't feel that you are talking to me. Because I am used to looking at you when I talk to you, when you don't look at me I don't feel that you are talking to me. So if I have an interpreter, for example, standing near me or next to me, speak to me, not the interpreter. Once in a while it happens that we have a special request or something so an interpreter is with the student, or the student stops at the library on his way back to class or something so the interpreter is there. I'll speak to you, the librarian, and the librarian looks at the interpreter, and talks to the interpreter instead of to me. That's understandable at first naturally because the interpreter is speaking for me and so she hears her voice and not mine so she will look at her instead of looking at me. That is all right, but really it's me who is talking so if you will look at me, keep your eyes on me instead of the interpreter it will help. Also, sometimes, when I am standing there talking and signing and the interpreter is interpreting word for word exactly what I say, and tells me exactly what you say, so if you want to say something that you don't want me to hear, don't say it because the interpreter will tell me. I wouldn't say anything that I wouldn't want you to hear either.

Actually, look at the interpreter as a telephone wire. That is the one who is the communication link between the librarian and the deaf person. If you have that in mind some people say "Tell him this," "Tell him that," I am standing right here. You don't have to say "tell him." That is what she's doing. Those things will be helpful to remember.

So often I will call the librarian on the telephone and ask for a book or something. Deaf people do use the telephone, you know. If I have an interpreter with me the same thing is true. I would introduce myself. If I have a female interpreter it makes it a little more difficult. I would say "Hello, this is Herb Larson." They say "Who?" They hear this girlish voice. I have with me an interpreter. I am deaf and she happens to have a female voice which explains why I may sound funny to you. Then there is an understanding after that. We have communication back and forth.

There are some librarians I hope, that have TDD's. Telephone devices for the deaf. We have that at CSUN and I hope that you people see fit to buy one for your library if you don't have one now, so that the deaf people can have their own communication directly through the teletypewriter. It is a teletypewriter kind of thing with lights, words that move or paper that moves. You can have a conversation - just the two of you if you have the same device that I do, or one like it. In California, those are free to deaf people but not to hearing people or to organizations or businesses. You will have to buy it or rent it. They are about $300-$500 - depending on the model you are intersted in investing in.

I remember the first time I started using the telephone - a long time ago in 1965. That was before TDD started. They had what they called the speech indicater. It was something that bounced. People who could speak could use it. People who couldn't speak couldn't use it. So they had to set up a code for themselves. I remember how nervous I was using the telephone. I had never had that experience before. What do I do with it? I practiced and practiced and practiced. I had to (or the deaf person had to) ask all the questions. The response could be "yes, yes" for "yes." That would mean 2 bounces. "No" for "no" which was one bounce. "Please repeat," if you don't understand would be 3 bounces. You were limited to only 3 things that you could say. I would give a standard introduction. "My name is Herb Larson. I can't hear. I am deaf but I have with me this small device that indicates what you are saying. You can say only three things: "Yes yes," "No," and "Please repeat." I would hope and pray that it would come across and you would understand me. I would ask all the questions. It was like a 20-question game.

I was all excited. Took it home the first time and used it. I thought "Oh boy, I've made it now." "Deaf people have equal access." I dialed a friend of mine who had no knowledge of this indicater. I dialed the phone, took the receiver. Gave the old standard introduction: "Hello. My name is Herb Larson, blah, blah, blah." Say 2 things for "Yes, yes," "No," "Please repeat" if you don't understand. Do you understand? I expected a 2 bounce "yes,yes." I looked at the indicater and it kept going back and forth. So I gave the standard introduction again and it kept going back and forth, same old thing. It didn't work. I was so mad and frustrated. I called my daughter and they said "Who's this?" this dumb person on the other end of the line. It was a recording.

That was my first telephone experience. We had our problems and we got rid of that. If you get a TDD, you should get some training on your part. You have to learn some of the endings. If you want to finish a sentence you have to say "GA" which means "Go ahead, it's your turn." If you are finished with the whole thing, SK ends the whole conversation. You should get training. That training is free from people who sell the machines to you or contact Alice or the NAD office or someplace like that.

Many, many times it is difficult to know. You can't really tell if a person is deaf by looking at them or by walking by them on the street or if they come to a counter in the library. How do you know if they are deaf? Perhaps they have a hearing aid. Or an interpreter walking with them or signing. Most of the time you don't know until you start communicating with them. Keep that in mind.

If a person does not react in the way that you think that he or she should, the chances are that he or she is deaf or hard of hearing. Sometimes deaf people, like hearing people, forget and leave their card on the counter when they check out books. The walk out and the librarian is yelling "Come back here, your card!" Everyone is looking, and you just want to hide your head, and you put your card in your pocket and leave. That happens all the time. When I go to the doctor's office, and I hope that when he comes out I will be able to lip read the doctor. Sometimes he hollers "Mr. Larson, Mr. Larson" and everybody is looking at me and I say "Oh, that's me" and I walk up. We have our moments of embarressment. Maybe it would help if you would remember that maybe the person has a hearing problem and run after him with the card. The exercise won't hurt you anyway.

Sometimes deaf people may make a lot of noise in the library and they don't know it. What do you do? It is a very sticky situation. If the student is sitting in the library and rubbing his feet on the chair back and forth and making this loud screeching noise all over the library, and everyone is a bundle of nerves, it's driving them crazy and they can't stand it. But the deaf person is quiet and doesn't know it. What do you do? You decide. If a deaf person is writing on the blackboard and you hear this loud screeching with the chalk, he doesn't know it. What do you do? I think for me, (I don't know about Alice) I would want to know. I would appreciate it if I am making a lot of noise, if you would tell me so I am not embarressed.

What about a hearing aid whistling? Sometimes deaf persons have a hearing aid on that just whistles and they don't know it. It's funny, you think, with a hearing aid they should be able to hear that. But so often they don't. It has a loud whistle and everyone is going crazy in the library. Tell the deaf person that their hearing aid is making a noise. I would appreciate it and they would too.

Libraries are really changing a lot now with computers and all those other things. The bigger it gets, the harder it is for people to find their way around. So that means more and more questions are going to be asked by deaf people. Where do I go for this or that or this or that? That is what happened when I went just recently. I hope, however, even with all of this progress and improvement you will still see it fit to post signs, and make the printed word availaole at all times. So many places like Jack in the Box, MacDonalds, they have those little drive throughs you speak into. Deaf people can't use them, they have to get out of the car and walk in. I hope that libraries don't do that. We will really have problems then.

Deaf people have a need for services in the library, very obviously. Some of those needs are a little bit different, like I explained before. There are other things that you need to think about, too, when you are making plans to serve deaf people in your library. Those are visual aids that you may be responsible for. The movies should be captioned for deaf people. Slides should be captioned. If you don't have captioning in slides, you might have an interpreter who could make a presentation or invite a lecturer. Make sure that deaf people who are in the audience can see the interpreter. They can't see in a dark room for example. You must have a special spotlight so you can focus in on the interpreter while they are watching the slides without making the slides too light or not as clear as they would have been normally without the spotlight.

Do little things like that. People who come to the Learning Rersource Library at the college want to have the same services too. They need tutors who understand them for one thing. But they need also to use those machines for the little cassettes. If they are not captioned or if they don't have an interpreter on the television screen, the deaf student in your college will not benefit from those materials.

Can you imagine yourself in a classroom in an art history class? Two slides, one on each side of the room at the same time. They keep alternating, and the teacher is standing and talking at full speed trying to explain what is on each slide while the deaf person is trying to look at the interpreter, look at the slide and take notes at the same time. Forget it. That is just an example of what a deaf person goes through if he doesn't have some type of modifications made.

I need to close because I am past my time but I think I have made it pretty clear that we are more like you tnan we are unlike you. We need to have some slight adjustments. If there are any questions that need to be asked or any comments that you need to make later on I will be more than happy (and I am sure Alice and other people here will be more than happy) to help you with what we can. Thank you for listening.

Thank you very much, Mr. Larson, for providing us with insight as to where to begin to work with deaf individuals in college settings. Mr. Larson is going to stay and serve as one of our resource people after our panel so I will hold all questions for him until that time.

PANEL DISCUSSION

We are about ready to go ahead and get started. Our panel this morning is on "Orientation and Bibliographic Instruction for Deaf Students." We have a variety of presenters on the panel to offer different view points from different sizes and types of colleges around the county.

When we organized this program we felt like that there were some unique aspects of developing organizational programs and orientation programs for deaf and hearing impaired students that we should be aware of. So we asked these folks to talk to you about these things so that when you are in your own colleges and are developing materials that you will have lessons to help you in that process.

I have to apologize about my mustache. I shaved it off last January and I did not know who I was for two weeks. I grew it back. I am very sorry. If you have questions for the panel, we are running short on time so let's hold them until the end and all of these folks are going to be resource people after the presentation is over and maybe you can ask the questions at that time.

Our first panelist is Virginia Alleman who is Instructor and Periodicals Librarian at Golden West Community College Librarian in Huntington Beach, California. Her masters degree is from the University of Oklahoma. She has been at Golden West since 1967 and has prevously worked in Los Vegas and Texas. Golden West has a relatively large deaf student population and Virginia will talk about the library program at her college that serves them.

VIRGINIA ALLEMAN

Welcome to sunny California. Hopefully, this afternoon the sun will come out and it will be lovely. It was yesterday. So if you arrived last night and saw this smog this morning, this is June weather. Cheer up, the sun will come out sometime.

First I want to tell you a little bit about Golden West College. We are a community in Huntington Beach which is just about 40 miles south of here on the ocean. It is one of the campuses of the Coast Community College District. That also includes Orange Coast College, in Coasta Masa, a public television station, KOCE, and Coastline Community College, the college without walls. So there are 4 entities in our district. Golden West started in 1966. In 1970 a hearing impaired program was started with 39 students. At the present time we run approximately 100 students. They come from all over the country and, in fact, this year we have 11 students from Nigeria. We have had them come from Japan, Columbia, Central America and other countries in South America. It's now known as the disabled students program. They handle students in wheelchairs and those who are blind and with other physical disabilities. The hearing impaired portion of this program includes two full-time instructors who each have credentials in special education and ESL. The students are served by 45 interpreters and up to 60 note takers.

I wish I could tell you that we have a wonderful, marvelous operation where we give library instruction to the hearing impaired. Unfortunately we can't. No one on our staff signs. We do have student assistants, occasionally, who are in sign language classes and they do come and help when we call on them. All the librarians share reference duty. We recognize rather quickly the hearing impaired student who comes to the library alone. Sometimes they come in groups of 2 or 3. Sometimes they come with an interpreter. It doesn't take us very long to recognize that this is a student who needs some help. We do keep a nice supply of scratch paper at the reference desk. Large pieces of paper. When that fails, we can always pick up the phone and ask for an interpreter to come over from the hearing impaired office which is directly behind our building. We have a printed self guided tour to the library building that we distribute at the beginning of the school year. I understand this coming year we will have a large enrollment of first-time students in the hearing impaired program. We will make sure that they get this the first day of school. We also have the usual library handbook with all of that boring information that the students seem to feel isn't always necessary. Those things are available at the reference desk. In our media center we have a number of tapes on deafness and signing as well as three tapes that give vocabulary signs for history, math and drafting. A good many of our hearing impaired students are in the technology programs in drafting and electronics. We also have a handout (and there are copies of this out on the table) that we prepared for a special class of hearing impaired students. On one side it has examples of how to use the Readers Guide (that old standby). On the other side, the identifying portions of a card in the card catalog. We keep copies of this at the desk and on the index tables for ready-reference. We hope that they will take this and keep it and look at it occasionally so they don't have to ask the same question again.

This spring another librarian and myself received a $3,000 grant from the State Chancellor's office to produce a self-paced library instruction workbook. This is going to be offered for 1 unit of credit and it will be an open entry class that anyone can sign for regardless of whether they start at the beginning of the semester or any time during the middle of the semester. We have an assessment center that analyzes text books for the reading level and when we finish this workbook we will give this to the assessment center If there needs to be some adjustments on the vocabulary we can do it at that time. Many of our students come from all over the country and from various backgrounds. We do have to make sure that the materials that we give them are suitable for their reading levels.

Ideally, of course, we all should be trained in sign language. At least to know the alphabet. If we could establish communication however simply with these students, then we can instruct them and present them with the materials that will make them independent research people and give them a chance to go into any library, anywhere and feel at home and feel comfortable. All of us on our staff go out of our way, really, to help these students because we are really dedicated and we feel that anyone who can make use of library resources, public libraries, academic libraries, whatever they are, can have an independence that isn't always available otherwise. So we do really try and they know us by sight. Most of us have been there for a good many years and so I think they know us by sight and see us on the campus and we all know how to say hi. They know that they can come to the desk and we're going to give them some individual help. It's really important for classified staff, for anyone working with the public in an academic situation, to at least be able to communicate and I am certainly looking forward to hearing all the rest of these panelists and hopefully we will go back with some good suggestions for our school.

MODERATOR

Mary Jane Platou was graduated from the University of Denver with a Bachelor's in Social Science and a Master's in Librarianship. She has had a variety of reference positions in New York State and is presently the Assistant Director of Media Resources at the University of Scranton in Pennsylvania. She will speak to us from the perspective of a reference librarian at a small college with a few deaf students.

MARY JANE PLATOU

That little aside from Lee about Scranton being definitely in Pennsylvania was because three times now they have gotten me at the wrong school or in the wrong state. I am at the University of Scranton now. For 13 years I was in the State University of New York.

I would like to read you part of a statement that I wrote last year when I was being considered for an award on my philosophy of librarianship because I think it will give you an idea of my background and what I bring to a job when I have to work with students no matter what impairments they may have or may not have. This is part of a statement.

Libraries exist for one primary reason - to get people together with the information they need, when they need it, in a format they can use effectively and efficiently. As far as I am concerned from where I stand that is the only reason libraries exist. Making information available is only one part of a library's mission. Making information accessable to all people is another much more important aspect. It is not enough to have all the books the student needs to do research for a paper. If that student does not know how to find, evaluate and use the information, he or she does not have access to that information. If a blind persons is handed only a printed book they do not have access to that material. A hearing impaired person does not have access to information on how to use resources if that information is given only in a lecture. No matter how brilliant or scintilating that lecture may be.

In order to guarantee accessibility, libraries have to do several things. One is to determine the user needs, not what we think they need. To actively tell people what information is available. And to make sure the information is available in the most appropriate format, whether it is print, film, video tape, audio tape, computer data base, whatever. I think we have a responsibility to all people. The student, the home maker,

the well-educated, the not-so-well-educated, the physically impaired, the mentally impaired, the geographically isolated, or the city dweller. And if we are not doing that, then I think we have no right to be here or to pretend we are doing what we are supposed to do.

My background has been in library instruction and I was lucky when I first got out of graduate school to work with a whole bunch of people who were very media oriented. So when I do library instruction it never dawns on me to do anything except everything. Some people who have heard me speak up at a conference on library instruction always say they can sit in the front of the room and know who it is in the back of the room when I say "There is no one way to do it." People say "How do you do your library instruction?" And I'll say name 10 ways to do it and I have probably used 9-1/2 of them. I have always used well-designed print materials. I think that is where a lot of people don't really pay attention to what they're doing. You get in a hurry and you just do a quick run off job on the typewriter. Well-designed, graphically coordinated print materials are not only good for a person who may not have heard what you said in class but for the student who for one reason or another just doesn't pick it up verbally. I will explain what I was doing with a bunch of technical students in a minute. I have also used several forms of visual media, slides, video tape, because I know that not all students - even those who have no hearing impairment or visual impairement simply do not learn verbally. They learn visually.

I think we stand at a point right now where we have two technologies available to us somewhat and hopefully more in the future that those of us who work with any college student with any learning skills or lack of learning skills or with an impairment - any kind of impairment - that will make what we do very effective. One is the computer. Time magazine had a good point on the cover for person for the year. The other is the video disc. With interactive video disc, for instance, we can put together programs which can be used by several different students, or I should say students with several different learning capabilities, at the same time. I don't know how much you know about interactive video discs, but you can do bilingual programs. You could very easly do captioned programs. And you can gear them to the level of the student's intelligence, the level of the student's quickness in picking up things or the level of the student's ability to understand what you are trying to tell them.

The college I was at in New York, the last college, was a 2-year agricultural and technical program which looked at their enrollment figures and saw that they were going down and decided that they had better start working on how to get their enrollments back up. This was about the time that laws came out about mainstreaming and colleges said "Oh! That's what we'll do. We will make our programs available to those with various handicaps." That's great, except that they didn't tell us. Those who were working there. The first knowledge that we had many times of students with any kind of impairment was when they walked into the library and stood there. Of course, when you're in a 2-year technical college, walking into the libarary and standing there looking lost is what most students do so we still didn't know. In the last 2 years I was there, it was really beginning to pick up. We had a coordinator for the handicapped students who was no use to us at all even though she was directly upstairs.

I will never forget the day that I had a chance to work with one girl that I still think was the only hearing impaired student we had on campus. I take that back. She was the only one we knew about. She was in the library. I happened to be behind the circulation desk for some reason. She was asking one of our student assistants two things; one - how to check out a book and 2 - how to use the copier. For some reason (call it instinct, call it ESP, I don't know what you want to call it) I turned around. I

looked at her and I noticed that she was staring very intently at our student assistant, and looking very puzzled. I remember reaching for my student and I said "Hold it." I looked at her and I said "You didn't understand a word he said, did you?" She just shook her head. She could speak with a slight impairment so I knew she wanted to use the copying machine and I said "Come on." She followed me back there and she had a stack of notes that she needed to copy. It was about 50 pages. I thought "This poor girl is going to end up putting 50 dimes in this machine." We backed off on that one a little bit. While I was watching the video tape I kept cringing because I thought "That's what I did that day." I knew she couldn't hear me when I didn't look at her but I am so used to explaining a copy machine. She tapped me on the shoulder and the minute she did I thought "Oh, boy." But after a while I became very accustomed to working with her and she would ignore all the rest of the librarians because all of us would do the same thing.

Nobody told us anything at all about the problems that showed up in the video tape. I want a copy of that video tape and I am going to make sure that every librarian I know sees a copy of that tape. We all do the same thing. At the college I was at, we got a list of the students on campus with handicaps who were coming into campus. Because of privacy regulations and things like that all we got was a list of students. No concept at all of who they were and even less idea of how to work with them. Like I said, luckily, because I was a media librarian, my library instruction program did have several different aspects to it: print, video and audio, and hopefully most of the students that I worked with at least picked up some of it. I say that because I found in working with automotive mechanics students, carpentry students, masonery students, students in the Ag. department (where most of our students with impairments are - including one totally blind student) that they all picked up some of it. I think you get used to the idea when you are working with students in a technical school that you have to do everything you can - I mean everything - to convince them that the library is a good place to be. Try telling an automotive mechanic student that. Library? What's a library? They look at you like you were nuts. You tell them you have Hot Rod Magazine. Or, as I put in my statement of philosophy, if you have to tell students you have Playboy and Hot Rod just to get them into the library, that's fine. We did that. You get used to working with all sorts of students on a campus. The only thing I can suggest to people is to use any technique you can get your hands on - I don't care what it is - to teach people how to use the library. I will be around if people want to know what specifically I have done or talk to me about it. Thank you.

MODERATOR

Thank you Mary Jane. Our next panelist is Linda Karuth who is a reference librarian at the Rochester Institute of Technology at the Wallace Memorial Library. She serves the special reference needs of the students at the National Technical Institute for the Deaf. She also prepares instructional programs and materials in conjuction with NTID faculty. Linda received her MLS from SUNY, Buffalo. So we have someone from SUNY here. She will offer some specifics in preparing instructional materials for deaf and hearing impaired students.

LINDA KARUTH

All I can say is that I have never in my life stopped talking after 10 minutes. But I have the watch right here and I promise I will and, knowing that I would have to, I brought everything that I really wanted to tell you and typed it all up and it's out on tables there. So you can take some and you will have everything that I would liked to have said to take home with you. Especially I want you to make sure that you pick up the NTID guide to Wallace Memorial Library. This is kind of a step-by-step, how to use the

library written specifically for deaf students in adapted English with questions, self quizzes in the back of each section. It's really pretty decent. If you haven't seen anything like that you might want to take one since it's free.

I was going to talk about some very different things than I've decided to talk about in the last 2 hours because I don't want to repeat what you have already heard. The one thing that I would like to stress is no matter what kind of great services you can provide to deaf students - unless they know you're there and ready to help them - they may never show up with the first question.

Even though NTID is right at RIT, when I was hired, there were about a thousand deaf students on the campus. They hired me and at the same time said "Well, we don't get a lot of deaf students in the library. You probably won't see very many but it will be nice to have a contact person just in case a few come in." Well, they were there all along. They didn't know who to go to. It happens that deaf people don't overhear what your services are so a deaf person doesn't know, necessarily, that they can come to a reference desk with any kind of questions about an address, about where is the bathroom. They never overheard someone ask where the bathroom is at the reference desk. They might think the question is not appropriate. It's too embarressing. It's too simple. Deaf students on a hearing campus have no idea that all students on campus are not expert library users. They might assume that the average freshman already knows what a bound periodical is. I have never meet a freshman who knows what a bound periodical is. They think it's tied up somewhere.

It is important to publicize your services. I would like to show you a few ways that I have done that. For one thing, since we have so many deaf students on campus, I know that they are there and I can get some funds to publcize. And I have flyers that I send around to very floor of every dorm and it says "Linda Karuth - this is your contact person in the library - deaf students, disabled students too." I do separate these two things because many deaf people do not consider themselves disabled students. But since I work with blind people and people who have mobility problems, I include everybody in this flyer.

Then I explain my office hours. The other reference librarians don't have office hours. Since I am the contact person for deaf students, I have established office hours. That was so they know they can come to the library at least one hour out of each day and I will be there. They won't walk in and not be able to find me. I also have my schedule posted right on my door. Again, they don't have to use the telephone. You may not have a TTY in your library. If your schedule is posted on your door and you publicize it like crazy so everybody knows they can come up and see it. This changes every week. I just fill in when I have a meeting so they know I won't be there. It tells when I am going to be at the reference desk. It has my office hours and any blank space can just be filled in by a deaf student if they give me 24 hours notice so they will know I am going to be there when they come back.

It is kind of ironic that I was hired to be the deaf student liaison because when I was hired my sign skills were pretty lousy in my opinion. The only thing that I had was a lot of nerve, really, and a lot of patience with the deaf students and with myself in communicating and that's something you all have to remember. When you are communicating with a deaf person, you are the one who is going to feel the most awkward. Deaf students have been living in this hearing world for 18, 19 years before they hit a university. If they weren't accustomed to communicating with hearing people they never would have made it that far. That is just kind of a fact of life. Now for you, you may not have contacted a deaf person before.

It's very frightening to not be able to communicate effortlessly. You're going to face a very uncomfortable feeling in yourself. And at the same time you feel guilty feeling that way "Oh, gee, why do I feel so strange?" You kind of want to hide.

I notice that there is no one from my staff here and when they hired me it was comical. When they called me it was like Kojack. "Come down here, there is a deaf student in the library." And you know all I did was to write notes to the person. Anyone could have done that. They were just too frightened to do it.

Now my sign skills improved really fast because I worked with the deaf students more than anyone else. But I am convinced that it wouldn't matter if I could sign a thing because all you really need to do is relax, be patient, have a sense of humor, never shake your head yes when you don't understand. It kills communication. You know we're not the only ones who will do it. A deaf student is just like a hearing student. They'll shake their head when they don't understand too because it's embarressing to say you don't understand. It's the key to understanding to admit that you don't understand. So stop when you have too.

Ask a lot of questions when you are working with deaf students. Give them a chance to ask you questions. Ask your own. Don't just say "Do you understand?" Say "Explain this call number, do you know where you would find it?" If the student doesn't know, walk upstairs with him and find the book on the shelf. I do group card catalog. (Actually it's a COM Catalog). Then we go upstairs and find the book we wre looking at on the shelf. Then I take the students to my office, show them the schedule on my door and say "Next time you're here, if you feel lost, come and find me - set up an appointment for yourself." Once you establish a rapport with an individual deaf student or with a class of deaf students you can't help but accomplish instruction because they'll come to you. When they come to you if you're patient about your communication you will get your message across.

There is one other thing that I wanted to share. Since I am the only person on the staff that signs, I slowly coerced other people on the staff to learn a little sign language. You can't expect to be a fluent signer unless you work with deaf people constantly. However, there are certain key things that anyone could learn to sign that would help our communication immensely. These are the words that I have taught to many people on the staff and they feel much more comfortable with the deaf students now. They cannot understand sign language. The staff doesn't understand it. But that doesn't matter because the deaf person knows how to get their message across. They'll speak. It is us who has problems. A simple sign like "alphabetical order." You can learn that really fast. Think how helpful that would be to you. "Please write that down." You are still saying it. But if you sign it and say it, it makes it very clear to people. "Subject" and "title" are the same in sign language. In order to avoid confussion, I use "subject" for subject and "name of the book" for title. When you are talking about looking in one place for subject and one place for title, it's nice to have a distinction. It's good for people to know basic polite signs like "Thank you." "Please." "Excuse me" "Excuse me, the telephone is ringing." It's nice to do that for a deaf student if you are about to interrupt them because the telephone is ringing. They don't hear it. I have a list - I have lots of copies of it - which lists some books at the bottom that I am sure you can get ahold of that it will help. Somethings on here may not be signs you can find. If you can learn basic finger spelling, that will be just as helpful. If you just write the thing down it will be just as helpful.

I don't want to waste any more time because I know we are running late but I will be here after this program if anyone wants to talk about materials wer have reproduced or anything I happened to have mentioned. Thanks a lot.

MODERATOR

Our next panelist is Susan Feinberg. She is not a librarian. But she consented to bring a little balance to our panel. Susan is coordinator of the hearing impaired program at Pasadena City College here in the Los Angeles area. When I first started talking to people about being on this panel last year she was very enthusiastic. You talk to people on the phone and try to get an idea of whether they would be a good panel member, and she was very enthusiastic on ideas on how special services - of which she is a part - interrelated with library services. So I asked her to join us today. Before Susan came to California in 1973, she grew up in Michigan and got her Bachelor's of Science in Special Education - deaf and the hard of hearing - and her Master's in rehabilitative counseling from Cal State University. She has taught deaf children in the elementary and junior high level and she began at Pasadena City College in 1977 becoming coordinator of the hearing impaired program in 1979. She is going to talk about the interrelationship between library services and support services.

SUSAN FEINBERG

Pasadena City College is a college in the San Gabriel Valley about 25 miles from the ocean, from Santa Monica, and about 10 miles from this area right here (downtown Los Angeles). It is a large community college with a large support services program for students with disabilities. We call our program Special Services. The support service program for hearing impaired students includes interpreters, sign language interpreters, oral interpreters (for students that do not know sign language but need clear lip movement in the classroom), note takers in certain situations, special counseling, speech therapy (when requested) and tutoring.

Historically, since I have been at Pasadena City College, the students will use the library only when they have too and then they kind of stumble through the resource room and through the stacks - not knowing exactly what to do or how to get information. So what we've done in the past is to have a tutor/liaison who has worked with the student upon request. This tutor/liaison will go to the library with the student and instruct them as to how to use the card catalog, how to use the bibliographies, how to use the resource room.

But the students didn't avail themselves of this service very often. We decided to set up a permanent liaison relationship with the library. So what we've done over the past several years is start out by having what we call our traveling show. It is a panel discussion with deaf and hard of hearing students. We go to the library staff meeting at the beginning of the school year - usually around the end of September. The librarians welcome us. At Pasadena City College we have 45 deaf and hard of hearing students and a variety of hearing impaired students just like hearing people. We have students from Viet Nam who are deaf. We have students who are deaf but do not know sign language. They are oral. We have deaf students who know sign language and cannot lip-read well or speak. They do not choose to use their voices. We have hard of hearing students. We have young students, we have old students. When we put our panel together, we try to pick a cross-section of the population that we have at PCC. We ask the students a variety of questions. "Tell me about yourself." "Tell me about your family life." "Tell me about your communication." "How do you communicate with people?" "How have you gotten along in the community college setting?" The librarians and staff get a feel for the differences in deaf people and the different needs that they all have.

After we ask the students these questions, then we open it up to the librarians and to the staff and they will, in turn, ask the students questions about their needs. The video tapes we saw from Gallaudet and Austin Community College were wonderful. We try and do the same thing through the panel discussion so that a librarian might ask "How can I help you?" "How can I communicate with you?" The deaf student will say "Just write to me." "I will write to you." "Just speak clearly and slowly and I will understand you." "Or maybe if you would learn the alphabet, and I would be happy to teach you the alphabet and that will give you some idea." So the panel at the beginning of the school year helps a lot. It kind of breaks the ice for the libary staff and for the students.

The liaison program that we set up works this way: we have a tutor/liaison that works in our program and in the beginning of the year the students will sign up for Library I which is an orientation to the library. Now, hopefully, if all goes well, we will have this class again in the fall but I don't know if you have heard about the financial problems in California - especially at the college level - and especially at the community college level - they are talking about cutting this class. If we don't have the class, the students will still go through a library orientation. They just will not be able to earn the one unit of credit for their time.

The library orientation begins with training the tutor to go through the library and get a feel of the layout of the library and to familiarize themselves enough with the library resources that they can instruct the student. Then we make arrangement with the coordinator of library services for large group orientation which is just a general orientation to the library. If a student wants to go to the library anytime and needs an interpreter they come to the special sevices office and ask for an interpreter. Communication will be clear if they need that.

The library liaison will familiarize himself or herself with the books, periodicals, the pamphlets, the bibliographic resources so that they might be able to recommend certain books or certain resources for the student. This will be taught in the structure of a class and has also been taught on a one-to-one basis. They will encourage students to go to the library for recreational reading (we have a lot of magazines), reading the newspaper and in the library we have a special section called the special services section where we have a variety of high-interest books at various levels beginning at the first grade reading level going on all the way through college. We also have these books for learning disabled students. We have a large learning disabled population at Pasadena City College. The tutor liaison student will also encourage the student to go to the library for class projects, checking out books for pleasure, studying, (a great place to study), research, and watching video tapes of various technical kinds. We have a large library of technical materials that students can take advantage of.

We put together a book. Our librarians have gathered a lot of information and printed a lot of information about the library. We have organized the book according to the notes for the tutor, the responsibilities for the tutor, the job description, what the tutor is responsible for, and library information which includes a map of the library. The students will go on a self-guided tour. How to find books. How to use the card catalog. How to use the different indices, and, along with the card catalog, we have a video tape that we have adapted for deaf students. We have an interpreter in the famous oval down in the corner. We would like to have it captioned, but we don't have the equipment for captioning so this helps the students learn how to use the card catalog.

We also have in this book, bibliographies. Our library has put together bibliographies on hundreds of subjects. Included are books on deafness. We have a large

library on deafness, a large selection on careers, life planning, employment. Books on high -interest, low reading and we have also put together a vocabulary list for the student. Your mentioning bound periodicals - well that's listed in here as one of the vocabulary words. I also will make available to you the facilitator to library services responsibility. Our facilitator has worked out very well. It introduces the students to the library so that they are not so afraid and they're more familiar with what the library can offer them.

Very quickly, we also offer a quick in-service for our librarian and staff in sign language. Some of the great signs that we talked about. Years ago I found 102 Library Survival Signs that was put together by Betty Bray who is sitting in the front row. We give these to the librarians and staff people and you can order them through the Joyce Media Company., We will quickly in-service the librarians and you would be amazed that just a few signs will really break the ice. Students will feel more comfortable with the library staff people and the librarians and staff people feel more comfortable with the deaf and hard of hearing students. Thank you.

MODERATOR

Thank you Susan. Our final panelist is Burnelle Ray and she is instruction librarian at Gallaudet College in Washington D.C. She received her Master's from the University of Wisconsin, Milwaukee. She is working on a Master's in Education Technology at Gallaudet. Besides her experience at Gallaudet, Burnell was also reference instruction librarian at the University of Wisconsin, Parkside, which is a famous school for bibliographic instruction. Burnell will speak on Evaluation Methods in Bibliographic Instruction as practiced at Gallaudet.

BURNELLE RAY

Well, there were two things that worried me as I sat and listened to everybody today. The first one was from Herb Larson who gave you something to thing about until I came to talk. That was who would be my interpreter here. Would it be a male voice or a female? Now I see it's a male and I feel kind of nervous. The other thing that gave me something to think about was that I had a very small breakfast and I am starving and my stomach is growling and I hope I can talk over my stomach. Bear with me. I am going to be extremely brief. I had rehearsed by 10 minutes and I realize that 10 minutes is not quite the 10 minutes I wanted. I guess I want a couple of hours. I am really going to be brief and it is going to be 10 minutes.

I was really glad to listen to some of the comments of the people tht had talked before me talking about well-designed instruction materials. I was glad to hear that Herb Larson had said that saying a word over and over again helps you to learn it automatically. I was also glad to hear that Virginia had talked about an assessment center at her institution. All these things are gong to come into focus as soon as I start talking about our program and what has been going on with evaluations.

This past summer I was fortunate enough to submit a proposal to the Vice President of Academic Affairs. This priviledge is given to all faculty at Gallaudet College. If your grant proposal is accepted, you are permitted to work with the Education Technology people at the IDEC Office which is the Instructional Development and Evaluation Center which we call IDEC. These people are instructional developers and evaluation specialists. I have worked with them in the past but this particular proposal was so that I can refine my library skills program. I am not going to explain my program to you. I am more interested in telling you some of the things you should think about when you are

going to evaluate your instructional materials. I think you've heard quite a bit about what to include in instructional programs - what resources, what books, indexes and things like that. I want to talk about evaluating those materials.

After you've written them, what do you do with those things. Do you just use them year in and year out and never look at them again? Do you talk to faculty and the faculty says "I don't think my students really understand how to use the Encyclopaedia Britannica." "But what do I do teacher?" OK, they don't understand, but what do I do? This is what I want to help you with. I hope that the information that we have gathered will help you to evaluate your materials. It's a model if you want to use it. If you don't want to use it then you can work with your instructional developers. I think you'll find it helpful. It's general enough that everyone can use it.

Our problem was that students were consistantly failing to master on the first try and most of the time on the second try, taking a post-test on a skill. There was a lack of sufficient feed-back on their performance. There was a lack of agreement between learning objectives, and the test item in terms of both the performances and conditions. We have a problem with the existence of terminal learning objectives which did not correspond to the test item. Do you all understand what I am talking about so far? The last problem we had was instructional materials that did not adequately promote mastery of the target learning objectives. We started out to solve these problems one summer and they ended up being solved just about a week before I came here. You can see, it took a little bit longer than what we thought.

The way we started to solve the problem was to first of all review and clarify objectives, deciding if they were important enought ot be tested. This is important. A lot of times we have objectives in our materials and we really don't know if they are important enought to be tested. We just think it's nice that the student learn this. I think we need to take out all of the stuff that's in there that sounds nice and it would be nice if the student learned. Let's put in the stuff that's necesary and to the point.

The second step that we were using to solve these problems was to write at least one test item for each important objective. The third step was to look at the instructional unit for the consistancy of learning objectives and revise if necessary. The fourth step was to check the adequacy of the instructional booklet. The last step was to field test the test items with students and determine if the items can effectively discriminate students who have successfully completed instruction. This sounds very high-powered, but if you have been working with instructional developers and evaluation specialists, you would understand a lot more about what I am talking about. You need to contact those people. I am enrolled in a program in instructional design so I do know quite a bit about it.

After we looked at the proposal and tried to meet these five steps I have just listed with you we found out some interesting things about our instructional materials that I thought were so perfect. They weren't. I want you to be aware that I am not talking necesarily about the hearing student. I am talking about deaf students and that's one of the reasons why I thought it was very nice of you all to put me on the panel because I do have some things that are specifically for deaf students.

I would like to point out 9 evaluation findings that you should consider when you are writing your instructional materials for evaluation purposes to make sure that your learning objectives are being met by the students. First thing of course is the language level. It is very important to identify the language level of your students. You cannot have an instructional booklet or instructional unit for student A and another one written

for student B, I realize that, but you can sort of generalize on the language level. Do not make the language level so easy that it's embarressing for the student. Do not make it so difficult that the student will not understand it. You'll have to find the middle of the road. But you need to know your clientele. You need to know your learners. That's going to be important throughout the whole program of your instruction.

The second point is sentence structure. Sentence structures are very important. Many times I was using the word "if" in sentences. "If you find a book on the shelf, then bring it to the checkout desk." "If you don't find a book..." Students don't understand that situation - deaf students. It's an iffy situation. You are using the word "if". Well suppose I don't? Who cares? "When" is better. I am pointing this specific example out because it has been proven "when" is a better word to use with deaf students - not "if". Other structures that are complicated are structures that have many parts to them. A lot of "of's", a lot of "and's" "or's". Sentences should be concise and short - to the point. Not any exageration. The flowery description of how the library is arranged and all of that is not going to interest the student that much. It's going to confuse them. Deaf students will be confused by all of this flowering that you like but they don't understand.

The third point is the density of the page. Mary Jane was talking about the graphical aspects of a page in the instructional materials. The density is very important. Please make sure you do not type up something that maybe looks like this for students to read for instructional purposes. This has too much on the page. You need to have the spacing. Maybe 2 or 3 spaces betwen each sentence. This is important for deaf students. I found out that a lot of deaf students have visual problems and they don't want to tell you about it. So you should make sure that the page density is correct - not a crowded page.

It's also important that you have examples and non-examples. Non-examples was a new word that came to me last summer. Non-example is very important. You can show a student what it should be, but show them what it should not be too. We have 2 numbers listed in the lower part of the entry in a COM Catalog. One is on the left side and one is on the right side. The Call number is on the left side. Show them that the right side number is not a call number. Show them a non-example.

The fifth point is one piece of instruction at a time. If you are going to explain how to use the Encyclopaedia Britannica Index, then explain that before you go on explaining the Macropaedia. Give them practice in using the index part which is the Micropaedia before you go on to the macropaedia. One instruction at a time and then give them practice, then go on to the next piece of instruction.

The sixth point is vocabulary and definitions. I had the great opportunity to work at the University of Wisconsin at Parkside which is a hearing school. Then I had the opportunity to come to Gallaudet and there is a difference. A lot of times hearing students can understand words by implying what it means from the context. Deaf students cannot. They have not gotten the same experience. You must define these words. Strangely enough, I have found that a lot of hearing students don't understant these words either - like bound periodicals. You need to define what it is. What is an index? What is a reference? That was the biggest problem that we had in our instructional materials which our evaluation pointed out. They do not understand the word reference. Critisism. They don't know what critisism means. You need to explain that. You know what it means. But explain it in simple language. Let's not cloud the issue of instruction.

The seventh point is consistency of format and words. Do not talk about references and go into a test and use a different word like "information about where to find the article" (but actually in your instruction you called it "article references"). The two don't match unless you tell people that "article references" means "where to find information - where you can find the article."

Practice is very important. Include practice in your instructional materials. Also the size of the print you can have. It is very important. Outside on the table there are some papers that I would like for you all to get. I have the library instructional materials that we have and you are welcome to look through them. If anyone would like to take that stuff home, please let me know. I have the tests that have been written. I also have a one-page brief statement of our instruction program. Please really look at the 9 things that I have listed. We have found these things to be true for deaf students. Thank you.